

SCHOOL ACTIVITIES

The Extra Curricular Magazine

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C. R. VAN NICE, Editor

R. G. GROSS, Business Manager

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As the Editor Sees It—

The teacher in charge of the activities of a school deserves credit for his courage. He subjects himself to the greatest of all dangers to the popular standing of a teacher—the charge of unfair discrimination or “partiality.” He is constantly on the firing line. Everyone to whom the school means anything owes him hearty encouragement and support.

It would be interesting to learn the extra curricular history in high school of the college freshman on whom this story is told:

During the first week of school a freshman walked timidly into the office of the dean of men, cleared his throat, and asked in a shaky voice: “Would it be all right if I went down town for a while? I have no more classes this morning.”

Back to the Farm, the rural comedy now running in *School Activities*, is a part of our plan to help schools and school institutions to survive the present economic upset. The immense number of schools that have already indicated plans for giving the play bears out our belief that it is one of the very best non-royalty plays available.

Assembly preachments have lost their standing as chief aids to the establishment and maintenance of high moral standards among students. Let us hope now that editors of school papers will discover how little school spirit and loyalty can be traced to their editorial exhortations on that

subject. It is active, not passive, participation that teaches. The sweetness of having done “the thing one ought” is the master educator in ethics.

All the plays we publish are free from royalty charge, but I do not endorse the policy of schools that shout “we positively will not use royalty plays.” Among other things these schools have gone commercial. Worse yet are the schools that whisper, “We use royalty plays under changed titles.” Among other things they have gone crooked.

Whatever the activity, the director must be the aggressor in getting students to try-out. To limit team, club, or cast to those who want a part implies that everyone has discovered his own talent and that there are no potential interests to be developed.

People have lost faith in many of the things we teach but they have not lost faith in teachers.

This year teachers are more than ordinarily dependent upon good will for security in their positions. In this time of unemployment, public attention should be drawn to “activities” *within* the school and away from the inactivity *outside* it.

The school should be publicity agent for its alumni. Who is on college teams? Who made Phi Beta Kappa? Who has a good job? The school needs to have such honors noticed and recognized, with a “graduate, '06” or a “former student, '13” attached.

NEXT MONTH And in Subsequent Issues

School Assemblies, by Edwin Milton Belles.

Make Your Play Colorful, by Julia W. Wolfe.

A Character-Costume Day, by F. A. Boggess.

A Co-operative Study Plan, by Ann D. Harmacek.

The High School Annual, by Lena Martin Smith.

Opportunity, a play in one act, for Junior H. S., by Frances E. Ford.

Values and Problems of Student Publications, by Donald B. Brooks.

Other Non-royalty Plays, Stunts, Monologs, Games, Money-making Plans and Articles in the Field of Extra Curricular Activities.

RELIGIOUS AND MORAL ACTIVITIES OF SCHOOLS

A. E. Holch

University of Denver, Denver, Colorado

The parochial school aims to justify itself by the argument that the public school fails in the matter of religious education. Many of our foremost educators are convinced that this criticism of the public school is somewhat to the point, and are seeking means whereby the problem of religious education in the public school may be solved. Some have gone so far as to set aside an hour of the day for the religious instruction of the pupils in their respective churches, thus avoiding the criticism that is bound to be offered if religion, as such, is taught in the school itself. Perhaps the results obtained may be found to justify this practice.

Other school men are approaching the problem from another angle, and are attempting to offer religious and moral instruction through the medium of extra-school activities, without bringing the teaching into the classroom itself. It is this latter type of religious training which is the subject of the present discussion.

Certainly little need be said in justification of moral training for boys and girls. The importance of character building is admitted. Education of the mind and hand without education of the "heart" will result in a generation of people who may even become a public menace. Character lies at the basis of society; indeed it is the basis of our civilization.

The birth and evolution of a number of organizations whose primary purpose is that of character building, has come because our public school failed to provide adequately for the religious and moral training. Among the better known of these societies are Y.M.C.A., the "Hi-Y," the Y.W.C.A., Boy Scouts, Girl Reserves, Red Triangle, Camp Fire Girls, Order of DeMolay, etc. Probably the essentials of character and morality are better taught through such organizations than would be possible by making religious training a part of the regular school program, for religion and morality are after all a matter of practice, participation, and daily living, and not simply a matter of creed and didactic procedure.

The psychology upon which the above

mentioned organizations rest is sound. They are primarily based in the group instinct. Adolescence is the time of "gang" loyalty and activity. "Every successful organization of the voluntary sort which bisects and cross-sections the gang of the lower type and uses the same virtues of loyalty, cooperation, obedience, honor and fellowship, for higher purposes, is just that much education into pure democracy. Nothing will undermine delinquency quicker than to substitute play of the better sort for play of criminal variety, and make it interesting and developmental." (1).

Like any other extra-school activity, the success of religious and moral organizations depends largely upon the kind of faculty leadership which guides them. Hence the desirability of including in our teacher training institutions provision for religious leadership. Lecture and text book courses in such subjects are of doubtful value. Rather let the prospective teacher take active part in the work of one or more religious organizations and thus learn first hand how to participate and further the interests of the organization.

The organizations mentioned at the beginning of this paper, as well as a number of other societies, are essentially similar in activities and ideals. Each is especially adapted to particular situations and ages, and therefore it is impossible to suggest which organization has the greatest educational possibilities. The Boy Scout movement is adapted to the junior high school age. The "Hi-Y" and the DeMolay may well care for the senior high school boys, while the Y.M.C.A. is for still older young men. A discussion of any one of these groups will cover the whole ground with a fair degree of completeness.

Since the Boy Scouts organization numbers a larger membership than any other of this group of societies, I shall discuss the ideals and practices of that organization somewhat in detail, and allow the reader to apply the discussion to similar groups. The simple fact that there are a million Scouts (over half of them in the United States) is proof that boys are drawn to the Scouts in a way which is remarkable. Of all the societies for young people which stress character development, none is more liberal religiously than is the Scouts. Protestant, Catholic, Jew are equally at home in Scoutdom.

One who has the privilege of seeing the opening of a Scout meeting, is impressed with the reverence with which the Scout Oath is repeated by every member: "On my honor I will do my best: to do my duty to God and my Country, and to obey the Scout Law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight." The Scout is taught to do his "good turn" daily; he is taught the essentials of honor, courtesy, courage, obedience, reverence, and purity. His motto is "Be prepared."

Following his motto the Scout must learn. He must know how to tie knots, swim, hike, cook camp meals, photograph wild animals and birds without harming them, put out forest fires, follow trails, etc. These are just the things that appeal to a boy. The originator of the Scouts was a practical psychologist of unusual keenness, for he succeeded in motivating learning in a way which no other man has yet been able to do.

Back of all of this activity is the character building motive of the organization. The Scout must be brave, clean, loyal and honest. Those who serve as Scoutmasters receive no pay for their work and time. Their compensation lies in their work. This insures a devoted leadership, which is bound to gain the moral results for which the organization stands.

No one learns to know the boys so well as the Scoutmaster. He is their ally on all occasions. The spirit of comradeship between the Scouts and the Scoutmaster has scarcely a counterpart anywhere. The Scout knows that the Scoutmaster is sympathetic, that he understands, that he is worthy of the most intimate confidence.

Like other religious and moral organizations, the Scouts desire to cooperate with the home, the school, and the church. Membership in the organization should make the boy a better member of the home, more trustworthy, more pleasant to deal with, more honorable and more dependable.

The twelfth law of American Scouting has a splendid effect in furthering the church attendance and religious loyalty of the boy. This law reads: "A Scout is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion."

In many cities the Scouts have definite services which they perform for the

schools and in return they receive such privileges as the use of the gymnasium and swimming pool. In such cases they are expected to devote the influence of Scouting to promote a healthful school morale.

Scouting believes and acts on the faith that there are no bad boys, that those who are so called are only misdirected, underprivileged boys, who have never been given the right kind of leadership, the right kind of fun, the right kind of outlet for that terrible and splendid energy which every normal boy of whatever rank in life possesses. If more boys could be made Boy Scouts, we claim, and we have many famous legal judges on our side, there would be less need of reformatories. Let us not blame the boys, but society, that so many go astray and choose the low road instead of the high road for want of a helping, guiding, sympathetic hand in the developing period." (2)

Such is the ideal and purpose, not only of the Boy Scouts but also of the "Hy Y," the Girls Reserve, and all kindred clubs. The detail of management of these organizations varies, but all are devoted to the same purpose, the complete and well-rounded development of the boy and girl, including the moral and spiritual self. These societies perform a service to education which the schools by their very nature are unable to perform. Therefore the schools should give all such moral agencies their most devoted cooperation.

REFERENCES

- (1) Smith
Educational Sociology, P. 112
- (2) J. E. West
"Boys Who Are Boy Scouts."
J. of N. E. A., 12-245-47

PATRIOTISM IN AUSTRALIA

The Education Gazette, published under the authority of the minister for Education in New South Wales, released this order in November 1932:

The Minister has decided that the ceremony of saluting the flag is to be observed in all schools on the first school day in each week. Teachers will take the necessary action forthwith to give effect to this decision.

Democracy is a struggle between propaganda and education: there is no third alternative.—Ross L. Finney, associate professor of educational sociology, University of Minnesota, Minneapolis.

SCHOOL ASSEMBLIES

Edwin Milton Belles

Assistant Professor Education, University of
Kansas

If the school assembly is to furnish situations wherein pupils may live purposefully, actively, happily and progressively, the controlling idea about which all the activities must rotate is that of "guidance" in its largest sense. The school assembly is playing a vital part in the "guidance program" when it offers opportunity for boys and girls to assume positions of leadership. It is helping when its programs stimulate the exercise of those qualities necessary in intelligent followership. It is at its best when it is causing boys and girls to find themselves as real personalities, giving a clearer conception of service, fostering higher ideals, stressing opportunities and clarifying the values involved in earning a livelihood and serving society.

President Hoover in his article, "Ideals in American Education" which appeared in the *Journal of the National Education Association*, March 1923, stated that,

"As a race we produce a considerable percentage of persons in each generation who have the intellectual and moral qualities for the moral and intellectual inspiration of others, for the organization and administration of our gigantic economic and intellectual machinery, and for invention and creation. I believe that we lose a large portion of those who could join these ranks because we fail to find them, to train them rightly, to create character in them, and to inspire them to effort."

Of course it is assumed that each student will eventually find work in the world of endeavor. Perhaps he will be a day laborer, a skilled mechanic, a salesman, a business executive or a member of one of the professions. But does that mean that he has found *his* job, *his* work, *his* niche? Young people are interested in gaining vocational knowledge. An abundance of information is available concerning the vocational interests of young people. The United States Government can supply long lists of publications dealing with vocations. Different manufacturing establishments gladly furnish illustrative materials and a few are able to loan films. Practically every com-

munity has an organized Chamber of Commerce or a luncheon service club willing to bring to the school through its assembly, first hand information on the various occupations, industries and professions represented.

In order that the programs may be most effective in presentation considerable ground work must be done by the assembly committee. If there are classes in vocational civics, their cooperation must be secured. It may even be wise to turn the project over to committees from those classes. If the home rooms are to participate in the program their representatives and the assembly committee must work together. Perhaps "vocational guidance" may become a project to be worked on by the whole school throughout its entire program of curricular and extra curricular activities. The art department could work out striking posters; contests could be carried through in order to secure a suitable slogan, the best planned assembly program or the most striking vocational demonstration could be presented as an assembly program. Students may write articles on "My Vocational Choice," the best to be presented in assembly. Other students in the school may be interested in developing an original play, or a particular class may wish to present vocational side lights gained in science, history. English, agriculture, domestic arts. Whatever plan of procedure is decided upon, it must be that which is most representative. Presuming that all necessary preliminary plans have been made by the assembly committee the following program outlines could be developed for presentation in assembly.

XVII. EVERY MAN HIS JOB

Selection Orchestra
America School and Orchestra
Every Man His Job High School Principal
The Importance of the Man and the Job to the Community.....Some Interested Speaker of the Community
Report Listing Vocational Choices Made by the Boys of the School Chairman of the Committee.
A Thumbnail Sketch Concerning a Few of the Jobs Vocational Civics Teacher
Misplaced Guidance—Can You Imagine?

The School Humorist

(This to be well done should be extremely humorous by contrast, describing activities of particular students as engaged in an occupation patently unsuited.)

Closing: School Song School and Orchestra

XVIII. THE WOMAN AND HER VOCATION

Selection Orchestra

Opening Exercises Led by Chairman
The Woman and The Home

Chairman Woman's Club
The Place Filled by Women in Civic Affairs,
Chairman of Women's Civic Betterment
League or President P. T. A.

The Woman in Business Girl's Advisor
Report Listing Vocational Choices Made by the
Girls of the School Chairman of the
Committee

A Thumbnail Sketch Concerning a Few of the
Jobs The Vocational Civics Teacher
Misplaced Guidance—Can You Imagine?

A Student
Closing: School Song School and Orchestra

XIX. VOCATIONAL PLAY

Written by the Students of the School.

XX. EXPLORING THE VOCATIONS

This should be the first of a series of talks by prominent men and women of the community. Included in this series should be the physician, dentist, druggist, grocer, butcher, laundryman, motion picture theatre manager, fashion shop proprietor, barber, garage mechanic, farmer and representatives from other activities especially important in the community. Many school administrators have been able to secure the assistance of the Rotary, Kiwanis or Lions Club in furnishing five or ten minute speakers for the school assembly. Such speakers merely introduce the field by interesting personal comments. Due to the short time allowed each speaker this program may seem superficial. However, if carefully planned it can be of real worth. A personal experience is always interesting if well told and may lead to further investigation. As a club project many of the men of the community become interested in the school's program and are glad to give personal vocational guidance in special instances.

A LESSON IN BASKETBALL

A SHORT SHORT

Forrest C. Allen*

It was in the Light Guard Armory at Detroit, Mich. I was coaching the Indians and we were playing the Detroit Athletic Club at Detroit. The D.A.C. had a wonderful team, having defeated Yale and some of the star eastern college teams in impressive fashion. We were fortunate enough to eke out a win in the closing moments of the game.

The game at this juncture was excitingly close. Five thousand people were packed in the Light Guard Armory there and I remember what a dramatic moment it was. Earlier in the year I had impressed upon the Indians the fact that they were playing with that ball. It was their ball—for them to get it. They had to get it to play with it, but when they did go after it and sometimes made a foul and the white man official called a foul on them

for holding, then they were doing what everybody was trying to do, to get that ball. Now, if by mistake they grabbed a man's arm when they were trying to grab the ball, they didn't do anything unfair. It was just an error of coordination, although I didn't tell them in these terms. Neither was the white man trying to steal the game from them like he stole their land, as they always supposed. I said, "Boys, that is just a mistake and you have got to learn not to make those mistakes." I had no idea that it had percolated.

In this stirring game, just almost at its close, Means, the big, bronze-colored Sioux, drove in with reckless abandon and was tearing after the ball when the blast of the referee's whistle stopped him. After that temporary lull that comes with the blast of the official's whistle and the cessation of activities, the referee shouted, "On you. Holding," and then Means drawled out, "Huhm, I made a mistake."

It really captivated the crowd. They cheered as if he had pulled off a most spectacular play. For the moment at least, I realized that my pedagogy had worked, although it took three months to realize it.

*Dr. Allen is one of America's most outstanding coaches of college basket ball. His brilliant success with the basket ball team of the University of Kansas, where he is now head of the department of physical education, and his well-known books on basket ball coaching makes his name a familiar one to the basket ball mind of our nation.

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THE NATIONAL HIGH SCHOOL DEBATE SUBJECT

AFFIRMATIVE REBUTTAL

Harold E. Gibson

Resolved: That at least one-half of all revenue for state and local purposes should be derived from sources other than tangible property.

By far too many high school debaters enter a debate with the idea that the only thing that counts is a well delivered constructive speech. They have the idea that the same things are required of a debater that go to make a successful declamation or oration. Nothing could be farther from the truth. It is true that some of the requirements are the same, but in addition debate makes a great many more exacting demands.

In order to be a successful debater a student must have a thorough knowledge of both sides of the question. He must know the advantages and possibilities of the opposite side in order to be able to show the fallacies in his opponent's arguments and, in turn, to establish his own contentions. The debater without a thorough knowledge of the strength and weakness of the opposition runs a great chance of being outwitted.

Not only is it necessary for the debater to have a knowledge of the opposite side, but he must make use of this information. The great fault of the high school debater is that he does not take the arguments of his opponents seriously. He usually fails to meet the arguments of the opposition, and when he fails in this he cannot hope to convince his audience.

In order to reduce the all important rebuttal speech to its simplest form a definite set of rules should be followed by the debater. The student should use these rules for every point he attempts to refute. After some practice in refutation these rules will become a habit. The four rules to follow are:

- (1) Quote the exact statement of your opponent.
- (2) Give your refutation of this statement as briefly as possible.
- (3) Show how your refutation has weakened your opponent's case, and
- (4) Show how it has strengthened your own arguments.

No one of these four points should be slighted if you want to be convincing. It

is essential to give the exact statement you wish to refute for the sake of clarity. Exactness in this procedure is extremely important—as it leaves your opponent with no defense. Looseness in quoting an opponent is very damaging to your own effectiveness.

In order to prove a statement wrong the debater should have a great knowledge of the subject. This knowledge will come from months of pre-season study. If the debater has made adequate preparation he should be able to refute practically any disputable point proposed by his opposition. In proving a statement wrong it is best to quote directly from some well established authority.

The final requirements are that he clinch his arguments by showing how they have damaged the opposition and strengthened his own case. Refutation is of little value if these last two steps are not done properly as it leaves the audience with the impression that he is not convinced by his own arguments. A final bit of advice to the debater is to be courteous, and at the same time merciless to his opponents in refuting their arguments.

In the six examples of refutation given below you will find the first two essentials of successful refutation given. The last two essentials are not included because they must be adopted to the particular debate. In the last example given you will find a pattern of rebuttal including all of the essentials.

NEGATIVE ARGUMENT: *The cost of administration of these new forms of taxation will be too expensive.*

AFFIRMATIVE REBUTTAL: In using the argument that *the cost of administration of these new forms of taxation will be too expensive* the negative have failed to make a comparison of the administration costs of the two systems. Because of the great amount of needless waste, and duplication in our present tax system the average cost of levying and collecting this tax over the United States is in excess of 7% of the total. On the other hand in North Carolina from 1926 to 28 the cost of collecting the income tax was 1%. The average in all states using the income tax was less than 2%. Compare the 7% of the present system with the 2% used by this new type tax and see for yourself which system can be administered with the greatest efficiency.

NEGATIVE ARGUMENT: *Taxes are too high,*

so the problem will be solved if we reduce the cost of government and retain the tangible property tax.

AFFIRMATIVE REBUTTAL: When the negative proposes that *taxes are too high and that we can solve the problem by reducing government expenditures and retaining the tangible property tax* they are attempting to avoid the question and are arguing something foreign to this debate. We are not here to argue whether government expenditures are too great. We are trying to find the best system of taxation, a system that will give the desired amount of revenue and at the same time be fair to the tax payers. When the opposition propose this alternative they practically admit that they cannot defend the desirability of the property tax, and have attempted to avoid the issue in this debate by proposing irrelevant material. They also admit that their system of taxation will not work unless government expenditures are reduced. Thus they again weaken their case for they cannot show that government expenses can be materially reduced. When they fail to show this they must admit that the property tax will not work in the future and must be abandoned.

NEGATIVE ARGUMENT: *The present bad conditions are not due to the tangible property tax.*

AFFIRMATIVE REBUTTAL: Our opponents contend that *the present bad conditions are not due to the tangible property tax.* We would not be foolish enough to say that this form of taxation is the only factor causing present hard times, but we do maintain that it contributes a great amount of the suffering in this depression. For an example take the taxes paid by a farmer. In a certain county in Kansas we find that the average farmer paid 44% of his income in one or more kinds of taxes. During the same period the doctors of this same county paid 4% of their incomes in taxes. This in itself would be a convincing story against the tangible property tax, but we will give more facts and make it even more convincing. According to government statistics the average doctor receives \$5,200 annually. The average farmer receives only \$650 per year, according to the same authority. That would make the doctor pay \$208 per year in taxes while the farmer pays \$286. When a system is as unequal as this, can there be any argument that present conditions on the farm are

not partly due to the inequality of the taxing system?

NEGATIVE ARGUMENT: *Tangible property is an index to ability to pay taxes.*

AFFIRMATIVE REBUTTAL: The negative argue that *tangible property is an index to ability to pay taxes.* In this respect it is very inferior to the income tax. In many cases a farm is mortgaged to such an extent that the owner of the mortgage really owns the greater part of the land. In this case, however, the man who has the title to the land pays all of the taxes and the owner of the mortgage pays no taxes.

For example, suppose a farmer has title to a farm valued at \$50,000. A banker holds a mortgage on the farm for \$30,000. Of these two men the banker owns the major part of the farm, yet he pays no taxes. The farmer pays all of the tax. He owns \$20,000 worth of property and is paying a tax of $2\frac{1}{2}$ times that amount. On the other hand the owner of the mortgage pays no taxes on his property and still demands the protection of the court in the collection of his mortgage in the case that the farmer refuses to make payment when it is due. We would like to ask the opposition if in this case the ownership of property shows ability to pay, and why the banker should not be taxed as our plan proposes on the intangible mortgage?

NEGATIVE ARGUMENT: *These new taxes proposed by the affirmative will mean more taxes.*

AFFIRMATIVE REBUTTAL: The opposition have stated that *the new taxes will mean more taxes.* We would like to make it clear that we are not proposing additional taxation, but a better form of taxation to raise the revenue needed by the government. We want these new taxes to take the place in part of the present tax on property. It should be perfectly clear that we are proposing these new taxes as a substitute for the present taxes, and not as additional taxes. To restate our stand it is that less than half of the present tax burden should be borne by property and that more than half should be borne by intangibles.

NEGATIVE ARGUMENT: *The property tax is good because we have used it for many years with fair success.*

AFFIRMATIVE REBUTTAL: The negative argue that *the property tax is a good tax because we have used it for many years with a fair success.*

(1) When they use this line of argument they have committed two fallacies. The first is to argue that a thing is good simply because it is old. This is the argument always encountered by reformers, and sadly enough the American people will suffer great injustices rather than change their habits. The second fault is in arguing that it is good at the present time because it has been good in the past. It is true that the property tax did work efficiently years ago. That was at a time when property was the only great source of wealth.

(2) Times have changed since the time when property was the only great source of wealth. Many new sources of wealth have developed, many of them being much greater in value than property. If the principle of taxation is that the cost of government should be borne by the people it protects in accordance to the amount of protection each will receive then this great amount of intangible wealth must pay its share of taxes in the form of either, sales, income, inheritance or some other intangible property tax.

(3) In showing how we should not cling to a corrupt system simply because it is ancient we have shown a great weakness in the negative case. They are arguing on your sympathy rather than arguing to your mentality. They ask you to retain a harmful system simply because it is ancient.

(4) In refuting this contention of the negative, the affirmative have greatly strengthened their stand. They have shown that they are not basing their case on sentiment, but are willing to face the facts clearly. The affirmative feels certain that if these facts are studied thoroughly that every one will find that the property tax has outlived its usefulness and should be replaced by a more scientific tax.

SUMMARY FOR THE THIRD AFFIRMATIVE REBUTTAL SPEAKER.

The affirmative rebuttal summary should include the following points:

(1) State the issues of the affirmative.

(2) State the negative issues and show how you have handled each of these issues.

(3) Show how the affirmative have defended the points which the negative have attacked.

(4) Stress all points where the affirmative have been superior in strategy.

(5) List the authorities used by the affirmative showing the points of superiority in these authorities.

WHO SHOULD DIRECT EXTRA CURRICULAR ACTIVITIES?

D. A. Turnipseed

If a program of extra curricular activities is to play a useful part in the life of the school, it must have intelligent and inspired direction from the teaching staff. If teachers are indifferent, few activities will be organized. No investigation of the organization and supervision of activities should be concluded without a plan whereby the students shall have as sponsors the teacher best prepared to advise any particular group. In schools where the principal himself carries the responsibility of sponsoring activities the enrollment is not large. In large schools the responsibility ordinarily is delegated to an assistant principal whose regular duties include special oversight of extra curricular activities.

Whether the school be large or small, responsibility must be centered in one office so as to facilitate active supervision of the entire program by the administrative officer of the school or his duly appointed representative. The advantage of this arrangement lies in the fact that the central office can exercise this responsibility and keep in close touch with the qualifications of pupils and the work of all organizations. When the enrollment is too large for this personal kind of supervision, the necessary information may be committed to a system of records in the principal's office. So far as the guidance of pupils is concerned the important thing is that they find themselves in organizations which are suited to their interests and abilities.

Teachers cannot always realize that extra curricular activities have been included in the life and work of the school because they, like the activities of the curriculum, contribute to the achievement of educational aims. Difficult for a sponsor, to understand, too, is that an organization is not an end in itself, but is a means of training children. High school teachers frequently have taught subjects rather than boys and girls. The sponsor of an organization likewise may put the cart before the horse and devote himself primarily to the interests of the organization

rather than to the interests of the pupil-members of it.

Efficient supervision of the activities of a group of youngsters who are pursuing a chosen hobby is a man-sized job, and demands the most aggressive faculty leadership.

MY ALIBI

D. Raymond Taggart

It makes me sick to hear men praised;
On pedestals they're being raised
As though they'd played some part.
Their portraits hang in halls of fame
In "Who Is Who" they wrote their
name;
No doubt they think they're smart.

Who are these folks that get the praise?
Go back in history aways,
They're lucky guys, that's all.
It wasn't that they did big things,
They happened just to be the kings;
They had to hit the ball.

Old Homer was an ancient bard
Who never worked so very hard:
He wrote some plays 'tis true.
The lucky guy was blind, that's why:
He had to write, or starve and die.
I'd have written so 'ud you.

Demosthenes, another Greek,
We will admit could really speak;
But what a chance he had!
His voice was harsh, his lungs were weak;
So he p-p-put p-p-pebbles in his ch-ch-
cheek
Because he st-st-stuttered bad.

And why should Julius Caesar be
Writ down in hist'ry more than me?
He had tremendous Gaul;
He wrote the history himself
And told of all his pow'r and wealth;
You'd think he did it all.

This jurist, statesman, architect,
Ruled men of ev'ry dialect—
But was it Caesar's wits?
My chance, you see, is ultra-slim,
Because I wasn't born like him
With epileptic fits.

Bethoven, in his youthful years,
Lost all the hearing from his ears.
And that alone explains
Why 'tis his symphonies, not mine,

Are ringing in the Halls of Time;
It's not his better brains.

If Charles Lamb's Essays do outlive
The ones that modern news-stands give,
Should he be praised for that?
The things I write, you think inane;
Before he wrote, he was insane;
I had no chance like that.

There's Robert Louis Stevenson
Who wrote books loved by every one;
And sure, they might be worse!
But what a wondrous chance had he!
Long years in bed, sick with T. B.
Why shouldn't he write verse?

There's Hellen Keller's well-stored mind:
That lucky kid was deaf and blind!
What's more, her tongue was mute.
I went to school; she stayed at home;
That's why she has a better dome;
A fact you'll not dispute.

Oh, Nature, you've been cruel to me!
Gave ears to hear, and eyes to see;
How handicapped am I!
My lungs are sound, my limbs unmaimed:
Among the great I'll ne'er be named;
But I've an alibi.

We challenge anyone to point out in
real life, outside of our penal institutions,
anything remotely approaching homo-
geneous grouping.—*James R. McGaughey,*
professor of education, Teachers College,
Columbia University.

School and Home

A Magazine published November,
January, March, May

by the

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OF THE ETHICAL CULTURE SCHOOLS

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MASS GAMES FOR BOYS

T. C. McMillen

Boys Physical Director, Y.M.C.A., Springfield, O.

Loud and long have been the lament of coaches and athletic directors in schools, especially junior high schools,—that their gymnasias are too small, their classes too large, and their equipment too meager. They find that when they play basketball, volleyball, indoor baseball, or some other indoor formal game, that out of a class of thirty each boy participates only a few minutes.

Many athletic directors who have to work under these annoying circumstances, merely line the class up and give calisthenics for the full period. But from the standpoint of the class this is next to capital punishment. And from the standpoint of health it is all wrong.

It is best to give a few minutes of calisthenics, for the sake of posture and discipline, but mostly for the warm-up, which will prevent in some measure athletic injuries. Then develop a mass game. If you have time, use two or three different mass games. It helps the interest and makes the gym period really enjoyable as well as beneficial.

It takes but a few minutes to organize a mass game with any number of boys, if the following procedures are used: First, blow a whistle and line the class up on one side of the gym. Be sure they line up according to height. If the class is large enough they may extend the whole length of the gym and around the end. Next, face the class right or left and march it to the center of the one end of the floor, then give "Column right (or left) by twos." When the line reaches the end of the floor, halt it.

The class is now divided into two lines of conforming heights and ready for column relays or mass games.

Or you may line the class up according to height, and give the command "Count off by twos." Then march the twos across the floor and face them about. Of the two procedures, however, the first is the better,—in the writer's opinion.

Now if the class is exceptionally keen on basketball, have a basketball relay. And if it is an extraordinarily large class, have the starting points at opposite ends of the gym. The boys in one line will dribble the length of the floor and shoot at one basket, while the boys in the other

line will go the other way and shoot at the other basket. After indicating the starting point, explain the race:

"When the whistle blows dribble down the floor and shoot until you make the basket. Then pass the ball back to the next one in line, and go yourself to the other end of the line."

Permit the boys in line to cheer, shout encouragement, and instruction as much as they please. It affords a good situation for character development.

Besides the good exercise obtained from the basketball relay, the boys will learn something about the fundamentals of the game,—dribbling, passing, and shooting, and thus make the future teams in the community that much better.

The basketball relay is just one of many column relays. The athletic director can make and use many variations of this race, as well as other forms of the relay race. Also there are numerous books on the market which give many forms of column relays. Notable among these books are the titles: *Games for the Playground, Home and Gymnasium*, by Jessie H. Bancroft; *Community Recreation*, by G. O. Draper; *Individual and Mass Athletics*, by S. C. Staley.

Since two or three relays will take but a small part of the period, it is well to develop a good mass game for the remaining time. For small classes a team-game such as basketball or baseball is ideal, but in large classes try to organize a fast game in which all the class can participate all the time.

One mass game which the writer has used successfully is mass basketball. It is especially appropriate during season when the interest in basketball is at its height.

Keep the class separated into two teams as for column relays. Have sashes for one team, or else have them remove their gym-shirts. One team may then be called "Skins" and the other "Shirts."

Give each team a ball and let them take it out of bounds under their opponents' basket. The game proceeds as basketball,—the object being to prevent the opponents from scoring with either ball, and to score as much as possible with both balls.

Like all mass games, the rules for mass-basketball must be few. There can be no foul shots and no jump balls. In order to prevent the game from becoming a free-for-all, use rules similar to these:

"Any bodily contact foul,—such as

holding, pushing, charging, tripping and hacking,—disqualifies the player who commits the foul and eliminates him from the game. Both balls shall then be put out of bounds in the possession of the team against which the foul was committed."

"For traveling and double-dribble, the balls are put out of bounds in possession of the other team."

"If the ball goes out of bounds, both balls are put out of bounds in possession of the other team."

If these few rules are enforced, the boys will soon play clean and the game will run smoothly on.

SCRIMMAGE-ball or hand soccer can be made into an interesting and simple mass-game. Place an old volley-ball or basket-ball in the center of the floor. Have a center from each team stoop over the ball. When the whistle blows the centers attempt to knock the ball back to their respective teams with their fists.

The object is to get the ball over the end-line of the basketball court, and to prevent it from being put over the line defended. The ball must not be kicked, or picked up and thrown. There must be no holding, striking or pushing. For penalties on the infringement of rules the ball is taken out of bounds and put in the possession of the opposing team, where it must be rolled or hit back into the court.

Encourage passing and blocking, but remember that scrimmage-ball is a strenuous game and do not let it run over too long a period of time.

Keep in mind that to be effective a mass-game must have few and simple rules. And always explain the game clearly before it starts and thus save time and confusion.

Mass-games afford many educational situations. The instructor should make the most of them. After all, it is our duty not merely to afford recreational activities to students and to build up health, but to help develop in our youth the ability to work together.

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SYMPATHY TERMINALS ON WHERE OUR SYMPATHY SHOULD GO

I. To the ineligible student who is kept from participation because of his ineligibility; or

To the eligible student who is kept from participation because an ineligible student is given a place on the team.

II. To the guilty school that has been penalized or suspended from the I. H. S. A. A.; or

To the innocent schools that have observed the rules of the I. H. S. A. A. in every way?

III. To the imported player who has given little or nothing to the new school; or

To the home player who has given everything that he has to the school?

IV. To the students and schools penalized by the rules; or

To the students and schools protected by the rules?

V. To the gambler who has not responsibility; or

To the coaches and principals who carry full responsibility?

VI. To those who strive to win at any cost; or

To those who consistently and sincerely consider the cost?

VII. To the ballyhoo and hullabaloo artist; or

To the believer in good school procedure?

VIII. To the coach who develops players only; or

To the coach who develops men as well as players?

IX. To the irresponsible that "razzes" the official; or

To the official who executes the rules and bears the responsibility?—*Indiana High School Athletic Association Bulletin.*

It's the conservative, puritanical, self-assertive one or two per cent of the patrons that govern in questions of morals. They do the complaining, and the agitating, until they alarm the passive majority. Every big high school is subjected to continuous criticism because of the fancied immorality of its students. Strangely enough, it is the principal, rather than the parents, who is always responsible. Unreasonable? Of course. But the attitude is an actual problem in school administration, and the principal cannot ignore it.—*Robert J. Handy in The Scholastic Editor.*

MAKING A SUCCESSFUL POINT SYSTEM

Marie Marsh

"Mr. President, I move that you appoint a committee to investigate our point system and report what should be done," said a very troubled looking member of the junior high student council of Bartlesville, Oklahoma.

"Mr. —, please allow me to appoint the committee next week. This is far too important a matter to decide hurriedly. I'll consult our sponsor and we'll select the committee together," answered the equally troubled student body president.

Something had to be done. The situation brought up before the council was a grave one, for in spite of a point system already in use, a few students were holding all the offices, hence doing all the work while others just as capable and just as willing were sitting back doing nothing.

The next week four of the most capable council members with the student body president as chairman were appointed on the committee. They were instructed to revise, or if necessary, discard the old point system but in any event they were to submit a system to the council which, in their opinion, would cure the existing ills.

The more this group thought and discussed the greater grew their problem. They read and discussed chapters on point systems in the best extra curricular books, examined those from other schools and finally decided to make an entirely new one which would fit their individual situation.

The first step was a survey of the entire school to ascertain the amount of time each student was spending on his special task in order to do it well. The following blank was sent to each student in school who held any office:

Office held
 Number of minutes I spend each week in performing the work of this office
 Signed
 Signature of sponsor of organization

The sponsor's signature was required in order to get a more accurate answer. This survey formed the basis of the revised point system.

The average amount of time spent by those who were trying to do their work well was figured for each office and the points were calculated so that fifteen min-

utes spent each week on the office aside from the regular meeting period would be the equivalent of one point. Some adjustments had to be made.

In order to further distribute responsibility, it was decided to list a few offices requiring the most service as "major offices" and allow only one of these to a student regardless of the number of other points he had.

Several months were consumed in making the survey, averaging the points, and holding the controversy on all the numerous problems which arose in the construction of this project. The work was finally completed and the following was the product of their labors:

BARTLESVILLE JUNIOR HIGH POINT SYSTEM

One point equals fifteen minutes extra work spent on the office.

NO student shall hold more than one major office and must not exceed a total of ten points in elective offices.

The following shall be considered as major offices:

1. President of the student body.
2. President of class.
3. President of home room.
4. President of club.
5. President of Girl Reserve.
6. Secretary of home room.
7. Secretary of student council.
8. Secretary of club.
9. Editor of school paper.

OFFICE	POINTS
President of student body	10
Vice-president of student body	1
CLASS	
President	5
Vice-president	3
Secretary	4
Yell-leader	1
Song-leader	1
HOME ROOM	
President	5
Secretary	4
Vice-president (if chairman of program committee)	3
Student council representative	3
Library Messenger	1
Yell-leader	1
Song-leader	1
Nautilus reporter	1
CLUB	
President	5
Vice-president	3
Secretary	4
Girl Reserve	
President	10
Vice-president	2
Secretary	3
Chairman of triangle	3
Nautilus (school paper)	
Editor	5
Assistant Editor	3
Feature writer	2
Sports editor	2

Accepted by the student council Jan. 27, 1931.

The system has now a fair trial and

has proved satisfactory in every way. It has necessitated a wide distribution of offices, has prevented the overloading of a few popular people and has developed as leaders some of the timid but capable students. However, if it is to continue to be successful it must be continually changed in order to keep pace with an equally changing extra curricular program.

A TRULY USUABLE MANUAL TRAINING COURSE

E. W. Sudlow

In the Community High School of Mercer County, Sherrard, Illinois, there has been perfected a system on manual training that is unusual and most practical. It has been worked out with the idea of helping the boy who lives on the farm as well as the one who plans to enter some shop in the city.

Fred N. Stark is principal of this school, and about six years ago started this course. Mr. Stark is a graduate of the Macomb Normal College, and in addition to work in the Universities of Illinois and Pittsburg, has worked in various factories during the summer vacation in order to familiarize himself with the latest developments in shop practice.

In the Sherrard school he has introduced some novel plans and today this department is popular not alone with the students but with the townspeople as well. It has the unique distinction of being self-supporting,—a condition of which very few schools can boast.

The shop is open to the people of the community on payment of a very nominal fee. The students take on work for outsiders which regular mechanics of the town must decline because of inadequate facilities. All this business helps to finance the department.

Last year 31 second hand electric motors were purchased for the shop. The students overhauled these and they were then sold to farmers in the community. The profits from this deal were placed in the shop fund. This money is used for new machinery and supplies. That a considerable sum finds its way into this fund may be judged from the amount of machinery purchased; this includes a second hand engine lathe, band saw and other items.

Scrap metal and other materials are

used to a large extent by the boys. This is done to teach them the value of economy and to eliminate the wasteful practices now in vogue on many a farm. It also keeps down the expenses of the shop and makes available for machinery and tools money which otherwise would have to be spent for materials.

The freshman taking manual training are required to take a course in mechanical drawing to enable them to prepare drawings and plans for their own projects, and to make ordinary shop calculations.

When the drawing course has been completed the boys are allowed to work on projects which can be completed with hand tools only. These projects are all of a practical nature, such as single-trees, neck-yokes, stepladders and things of this nature. Boys may bring articles from home for repairing. In requiring work on such articles, Mr. Stark has in mind its value to the average farm boy. He figures that the boy will get more out of it than if a like amount of time is spent in making chairs, tables or other articles which have but a sentimental value. Better tables and chairs can be bought for less money than it costs the boys to make them, but many of the things which the boys do make for use about the farm cost more if bought at the regular retail price.

Boys are taught to make simple helps for the farm shop, such as anvils from rails. Courses are given in machine work, blacksmith work and acetylene welding. There is no attempt to make a boy an accomplished carpenter, blacksmith or welder, but just to familiarize him with the tools of the trade and to aid him to do much of the repair work on a farm. Should a student wish to enter the city shops he can quite easily obtain work as a helper or apprentice rather than as a common laborer.

The department also dries and saws wood which has little commercial value because of its size. Some timber is cut each year around Sherrard and sold to city sawmills after being rough-sawed at the woods. Much of the wood that cannot be sold because it is short or narrow is sold to the school at a low price. In the basement of the school a large room has been set aside for storage of this wood until it is seasoned. This wood is used in the school projects or sold to townspeople, as the local lumber yard does not wish to handle short lengths. Profits from

this source are also placed in the shop fund.

This is the first year the acetylene welding class has been in operation. It has achieved great popularity and is open to students only in their senior year.

Lack of space somewhat handicaps the work of the manual training department, so only students who are adapted to such training are accepted. If a boy does not display much ability in his freshman year he is discouraged from continuing. This limits the upper classes to boys really proficient and interested in the work.

The school is careful not to infringe on any of the business of the town's mechanics, and so have retained their good will to such an extent that they now bring work to the school.

What has been done in this school is an example of what may be accomplished where the principal is capable of putting over an original program and is allowed to develop his ideas without interference from the board. Mr. Stark's program of manual training and vocational departmental work fills a far greater need than many offered in much larger schools.

THE BRIGHTER MIND

A One-Act Play

Mary Bonham

Cast

MAUDE, NAN, LOU—three co-eds.

BILL—a senior.

Scene—Drug store. Girls at table drinking lemonade.

MAUDE (*pouting*): I for one resent Professor Penn's statement that "Man has the brighter mind."

NAN: So do I, Maude. It's a reflection upon our class, that is the feminine part of it.

LOU: It's a good thing for "Prof" that I'm not a red head. I daresay Queen Elizabeth rolled over in her grave!

MAUDE: Lou, you said it! I think we should ask the gentleman to prove his statement, don't you?

NAN: Yes, Maude, but you are the "Greek to meet Greek" or "beard the lion in his den." I never could think on my feet.

LOU: Maude, I'm with you for proof, but are you prepared to argue the con of the question? If you were beaten, you know the consequences.

MAUDE: I believe I can match the arguments down to x, y, z.

NAN: What's your first point, Maude?

MAUDE: Why, men haven't given women the chance to shine till lately.

LOU: Right-o! Women couldn't shine in the halls of Congress because they were not allowed there.

NAN: For ages women were not allowed an education, so how could they shine as doctors, physicians, scientists, inventors, educators?

MAUDE (*making notes*): Well, in spite of all hindrances we can look back down the dark ages and find feminine minds that outshone the masculine.

NAN: Good Queen Bess for instance.

LOU: And Joan of Arc, who led France to victory when a man couldn't.

MAUDE: And Frances E. Willard, who led the forces against Barleycorn.

NAN: And Ann Lindbergh—

LOU: Don't forget Queen Victoria, the best ruler England ever had.

MAUDE: Oh, girls! I have it! Portia, the jurist, who outwitted Shylock, the Jew, will win the victory for us.

NAN and LOU: Oh, certainly, Portia, the brilliant mind of her age!

MAUDE: I'll quote some of her wonder-

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ful speech. Let me see if I can recall her lines. I memorized them in high school. Nan, you play Shylock; Lou, you Bassanio and Gratiano to brush me up. Scene, the court room, the Duke presiding. Antonio debtor to Shylock, is about to be turned over to the Jew to get his pound of flesh. Portia, disguised as a lawyer comes to plead the cause of Antonio.

PORTIA: (to Shylock): A pound of that same flesh is thine:

The court awards it and the law doth give it.

SHYLOCK: Most rightful judge!

PORTIA: And you must cut this flesh from off his breast:

The law allows it and the court awards it.

SHYLOCK: Most learned judge! A sentence! Come, prepare!

PORTIA: Tarry a little; there is something else.

This bond doth give thee here no jot of blood;

The words expressly are, "a pound of flesh:"

Take then thy bond, take thou thy pound of flesh;

But in the cutting it, if thou dost shed One drop of Christian blood, thy lands and goods

Are, by the laws of Venice, confiscate Unto the state of Venice.

GRATIANO: Oh, upright judge! Mark, Jew: O learned judge!

SHYLOCK: Is that the law?

PORTIA: Thyself shalt see the act.

For as thou urgest justice, be assured Thou shalt have justice, more than thou desirest.

GRATIANO: Oh, learned judge! Mark, Jew, a learned judge!

SHYLOCK: I take this offer, then; pay the bond thrice,

And let the Christian go.

BASSANIO: Here is the money.

PORTIA: Soft! The Jew shall have all justice; soft, no haste:

He shall have nothing but the penalty.

GRATIANO: O Jew! An upright judge, a learned judge!

PORTIA: Therefore prepare thee to cut off the flesh.

Shed thou no blood; nor cut thou nor less nor more

But just a pound of flesh: if thou cut'st more

Or less than a just pound, be it but so much

As makes it light or heavy in the substance,

Or the division of the twentieth part Of one poor scruple, nay, if the scale do turn

But in the estimation of a hair, Thou diest and all thy goods are confiscate.

GRATIANO: A second Daniel, a Daniel, Jew!

Now infidel, I have you on the hip.

PORTIA: Why doth the Jew pause? Take thy forfeiture.

SHYLOCK: Give me my principal and let me go.

PORTIA: Thou shalt have nothing but the forfeiture.

GRATIANO: A Daniel, still say I, a second Daniel!

(Bill Enters)

BILL: A Daniel am I? Ha, ha, ha! What's the idea of acting in a corner?

MAUDE: Portia has proved by outwitting the Jew that man does not have the brighter mind.

BILL: Do you think that will disprove Professor Penn's statement that man has the brighter mind.

MAUDE, NAN, and LOU (emphatically): Certainly it will!

BILL: Then it never occurred to you that Portia was a fictitious character whose brilliant words were put in her mouth by Shakespeare, a MAN?

(Girls wither, Bill laughs.)

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Back to the Farm

A Play in Three Acts
MERLINE H. SHUMWAY

(Continued from the December Number)

In Act I Merton Merrill, a farm boy, has fallen in love with Rose Meade, teacher of the district school. Miss Meade tells him frankly that she could never marry a man who would expect her to live such a life of drudgery and privation as his mother is living. Merton, who has had a high school education, resolves to go to college where he can learn how to run a farm and how to provide a farm home worthy of the girl he loves.

But Merton's father has other plans for the boy. Against the protests of his wife the elder Merrill mortgages his farm to get money to invest further in his out-of-date farming ventures. He flies into a rage at Merton's suggestion of going to college, condemns schools for putting such ideas into boys' heads, and demands that the boy stay at home and help him.

Merton refuses to take his father's abuse and the act closes with a dramatic scene in which Mr. Merrill orders his son to leave home and never to set foot on that farm again.

ACT II

Scene, ballroom at the fraternity house. Fireplace R., settee L., table with bowl of punch on it. U. R., arm chair in front of fireplace. At rise of curtain several couples are dancing. Music stops and they gather around the punch bowl. Margerie and Robert come forward.

MARGERIE. Here's a nice cool place. Let's sit down. *(They sit on settee.)*

ROBERT. Pretty good crowd out to-night. There's nothing like feeling that it's the last time to make you appreciate a thing like this.

MARGERIE. That's so. "Bright college years," as the song says, are over for us. By the way, who's that man over there with Rose? His college years have been over for some time, I should say.

ROBERT. That? Oh, that's old Ashley. Funny to see him, skipping about with the kids. Wonder what brought him—

MARGERIE. Why, he's here with Rose. She brought him, or rather he brought her. Didn't you see them come in?

ROBERT. Oh, of course, I remember

now. He's been sweet on her this long time. Been down three times this winter to see her in Chicago.

MARGERIE. What's she doing in Chicago?

ROBERT. Oh, she's at the University studying Domestic Science, Home Economics, or one of those new freak courses.

MARGERIE *(rising)*. Foxy lady. That's the way to capture a husband these days. Just bait your hook with the art of Homemaking with a capital H. You can land them every time.

ROBERT *(rising indignantly)*. Nothing of the sort. Rose doesn't need any extra bait on her hook. She's a peach. She can have me any day of the week.

MARGERIE *(mischievously)*. She doesn't eh? Well, how about you? You're no bait for peaches.

ROBERT. Oh, come along. We're missing all the dance.

(Exeunt all.)

(Enter Rose and Merton)

ROSE. This is pleasant! Isn't it?

MERTON. Yes, there goes the music. Let's sit it out. Would you mind? Somehow, I don't feel like dancing to-night.

ROSE. Why not? You used to be so keen about dancing. *(Sits in arm chair, R. Merton stands talking to her.)*

MERTON. Oh, I don't know. I guess it is seeing you again after all these years. It brings it all back—that last day at home—just think, it has been five years.

ROSE. Five years! So it has. And how is everything at home? Are your father and mother well?

MERTON. Father and mother! Why, Rose, don't you know? I've never seen either of them since that day. Father's never forgiven me. He won't let mother even mention my name, or write to me if he knows it. She does smuggle letters out, though, sometimes. But it's been ever so long since I had a letter from her, and I'm afraid things aren't going very well out there.

ROSE. Yes, but Merton, haven't you ever gone back and asked your father to forgive you? He couldn't hold out if he really saw you and felt you had given in.

MERTON. No, I haven't. If he'd say the word, I'd go in a minute, but to crawl back like a whipped dog and say I am sorry—I just can't. I suppose there is too much Merrill in me for that—and I wasn't wrong, either. *(Draws up chair and leans on back.)*

ROSE. No, I don't believe you were, but

still, Merton, he is your father. And think of your mother!

MERTON. I do think of her. Poor mother!

ROSE. But, Merton, how did you get on at first—how did you live? Wasn't it awfully hard getting started?

MERTON (*sitting*). Hard? Well, I should say it was. I tell you, Rose, there were times when I would have chucked the whole thing for half a cent. That was a pretty bitter day for me. I lost everything at one blow—parents, home and hope—the old home I'd grown up in, and the new one I'd dreamed of, and—some of my faith in women, to boot.

ROSE (*trying to change the subject*). Yes, but tell me about it. How did you get a start?

MERTON. Oh, I came up here and worked my way, a little of everything—waiting on tables, tending furnaces—anything I could get. It was easier after the first year. I tell you, Rose, there are some bully men in the college faculty. The way they will stand back of a fellow when they see he's in earnest is certainly great. When such men have faith in you, it bolsters up your faith in yourself.

ROSE. Poor Merton!

MERTON (*standing*). Oh, not so poor. I'm all right now. After the first summer I've had a job for the state every vacation. I've paid my way and saved something besides. Yes, Miss Meade, behold in me an embryo Rockefeller. I've got money in the bank.

ROSE. That's splendid. (*Rises and crosses L. to settee.*) Well, now you're through with the University, what will you do, teach?

MERTON. I could. I've a fine offer just this week from the Extension Division, good pay, congenial work, and a chance to rise; but Rose, do you remember what I told you that last morning at home? Well, I just can't get that idea out of my mind. Only then it was a dream, built on hope and imagination; now it's a vision developed from my life and experience. I want to show what a farm can be—what a farm home can be—when there's enthusiasm, knowledge, and trained ability back of it. And I'm going to do it. I've some money, as I told you, and I am planning to start in a small way on an undeveloped farm in the northern part of the state.

ROSE. That sounds interesting. (*Sits on settee.*)

MERTON (*sitting by Rose*). Rose, if I made good, made a go of it, do you suppose you'd ever change your mind?

ROSE (*half rising, embarrassed and pleading*). Oh, Merton, please don't to-night—

(*Enter Robert Powell and Margerie Langdon.*)

ROBERT. Oh, Merton—telephone! "Mr. Merrill wanted at the 'phone." Just like a popular doctor. I tell you, Miss Meade, Merton's some pumpkins these days.

(*Exit Merton, R.*)

ROBERT. Heard about the dandy offer he had from the Extension Division? The chance of the year.

MARGERIE (*sitting comfortably in the easy chair*). And what do you think he told me? That he wasn't going to take it. Wants to be a farmer. Can you beat it? Not for me, thank you. I can do without the morning songs of the birds and the sunrises and the fresh air of heaven, if I can have a warm bathroom and a gas range and a chance to see somebody besides cows and pigs once in a while. It's work all day and then some for the farmer's wife. I spent a month on a farm once. That cured me. Up before daylight, cooking for a lot of men, nice little journeys out to the pump and woodpile—such good exercise in the fresh air. Then when you've got the men out of the way, there are the chickens and the ducks and the pigs and the dogs and the milk—mercy, there's no end of it! And when you do finally get cleaned up, the hired man comes in with his muddy boots and tramps all over the floor. Oh, it's a gay life!

(*During this speech Rose has listened with rising indignation.*)

ROSE (*forgetting herself*). I don't think that's fair at all. A farmer's wife doesn't need to have such a hard time if she's any kind of a manager, and knows anything about home economics. She can have just as comfortable a home as any one, certainly a great deal more comfortable than one of those stuffy little city flats.

(*Enter Ashley, R.*)

MARGERIE. Oh, a new Daniel come to judgment! Since when did you become an advocate of the simple life, Rose? Perhaps you would like to go out with Merton and help him in his little object lesson—how to be happy though a farmer?

ROSE. Don't be silly, Margerie! But if you'd seen as much of cities as I have in the last five years, perhaps some of your

illusions would be gone, too. There's something more to life than bodily ease and comfort. Smart clothes, afternoon teas, and a chance to go to a show every time you feel like it don't make character. Anybody can keep up a bluff in town, but it takes real men and women to make good in the country. When you come up against the elemental forces of nature, you've got to have something in you or go under. Why do all the best men come from the country? Just that!

MARGERIE (*rising*). Oh, come along, Robert. This sounds like preaching. I want to dance.

(*Exeunt Robert and Margerie, R.*)

ASHLEY (*who has stood, R., listening*). Why, Miss Meade, you are quite an orator. I didn't know you felt so strongly about cities. Was that why you gave up your life in New York?

ROSE (*sitting on settee*). Yes, it was. Two years of it were all I could stand. I felt smothered. So I just made up my mind I'd go to Chicago and learn to teach girls how to live where life could mean something. I've finished my course, and have my position. It's out in your town, too. I'm going to have a consolidated school! Isn't it splendid?

ASHLEY. Oh, yes, I suppose so, but I'm getting tired of the country. In a year or two I hope to open up an office in St. Paul. Maybe I will be in New York before I die.

ROSE. Don't say New York to me! I hate it.

ASHLEY. The country's all right; the trouble is with the farmers. They are not progressive. Why, there's the Merill place—best land in the state, all run down, crops failing, mortgaged. That's one of the disagreeable things I've got to do when I get back, foreclose that mortgage.

ROSE (*rising, shocked*). Oh, Mr. Ashley, you can't turn the Merills out of their home. Does Merton know?

ASHLEY. No, I don't suppose he does. The old man's been nursing his wrath like a bear with a sore head all this time. Won't hear Merton's name mentioned, and now that Merton has taken up new methods he's more set against him than ever. Between you and me, I believe he's been eating his heart out for the boy all these years, and too proud to admit it.

ROSE (*sitting*). And Merton's up here eating his heart out, too! Oh, Mr. Ashley, it's too bad. Can't you do something to bring them together?

ASHLEY. Well—perhaps—maybe, but then—Rose, Miss Meade, (*Sits by Rose.*) they are not the ones I am interested in bringing together, you must have seen that. Now that you have finished your course in Chicago, why not start right in applying it? What can be better practice for a graduate in Home Economics than making a home? You could do your teaching by example, and at the same time you could make me the happiest man on earth. Won't you try? (*Takes her hand.*)

ROSE (*trying to draw away*). No, indeed, Mr. Ashley, I couldn't. Please don't. (*Enter Merton. Sees them. An embarrassed pause.*)

MERTON. Oh, excuse me. I was just looking for—

ROSE (*jumping up embarrassed*). Don't go, Merton. Mr. Ashley was just telling me—that is—I mean—Oh, what was your telephone?

(*Enter dancers and Robert, who form group around punch bowl.*)

MERTON. Oh, that? It was my roommate. Says there is a lady at the house to see me. Won't give her name.

ROBERT. A mysterious lady! That is exciting. Is it your past running you down?

MERTON. Don't be ridiculous. It's an old lady, seems distressed. Who could it be? My—(*interrupted by music.*)

ROBERT (*to Rose*). Is this our dance, Miss Meade?

ROSE (*consulting program*). I believe it is.

(*Exeunt Robert and Rose, C., followed by group*)

Merton (*crossing to Ashley*). Don't you have this dance?

ASHLEY (*consulting program*). No, I'm not booked.

MERTON. Good. I've been anxious to have a talk with you.

ASHLEY. Come over here and sit down. (*Ashley sits in arm chair by fireplace. Merton brings up chair from near table and stands leaning on it.*)

MERTON. I want to hear the news from home. It's been months since I heard from mother, and I'm getting pretty anxious.

ASHLEY. Then you haven't heard—

MERTON. Nothing. Is there anything wrong?

ASHLEY. No, and yes. The farm is running along in the same old rut, only worse. This was a bad year out our way. Your father's crops dried up. You know he doesn't put them in right.

MERTON (*sitting*). No, just scratches the top of the ground.

ASHLEY. He had to sell off his stock because he hadn't feed for them.

MERTON. What dad needs is a silo.

ASHLEY. Yes, there are lots of things he needs. Then his hogs got cholera and most of them turned up their toes.

MERTON. Didn't he have them vaccinated?

ASHLEY. Vaccinated! Did you ever know your father to take up with any of those "new-fangled notions," as he calls them?

MERTON. Well, it's too bad he lost his hogs. Anything else?

ASHLEY. No, except he's laid up with rheumatism and couldn't put in his crops himself.

MERTON. He has help hasn't he?

ASHLEY. Yes, Gus is with him yet. He's afraid to quit for fear he'll never get what your father owes him.

MERTON. Well, Ashley, this is all news to me. You see it's been a long time since I heard from mother.

ASHLEY. The worst of all is, of course, the mortgage.

MERTON (*starting up*). What mortgage.

ASHLEY. Didn't you know your father's farm was mortgaged? Let me see! He mortgaged it the day you left home. He's been able to meet the payments every year until this one. Now he's so hard up for cash that he can't.

MERTON (*leaning on mantel*). Mother never told me anything about it.

ASHLEY. I'm surprised at that. I suppose she wanted to save you from worrying.

MERTON. That's just like mother.

ASHLEY. Here's a letter I received from the company last night. (*Hands letter to Merton.*) Unless the interest is paid by the first of June, they say I am to foreclose. (*Merton sits and reads letter.*) I hate to do it. It's downright mean. But you see they say there's no money in this mortgage unless they do foreclose.

MERTON (*folds letter and gives it back*). Poor mother!

ASHLEY. It's too bad, Merton, that you can't help them out, but I know a man at college is always on the rocks. I was there myself not so very long ago. But I hate to see that farm go into the hands of a land company. There is money in it if it were worked right. Your father is getting old, too. But no one can blame

you if the old man does lose his farm.

MERTON (*standing*). Perhaps not. But I might blame myself. Five years of hustling have been pretty good training for me. I have decided that I was a headstrong young fool. I am not so hard up as you suppose. I have worked some, I can tell you, and now I'm graduating with money in the bank.

ASHLEY. That's fine.

MERTON. Do you know, Ashley, I love the farm. I'm planning to begin in a small way on some cut-over land in the northern part of the state. Can get it cheap from a lumber company. I have my crop rotation planned for three years.

ASHLEY. That's why you turned down the Extension Division?

MERTON. You bet. I'm going to have some of the land cleared right away and sow clover. I know where I can get some good Holstein cattle, and in a few years I intend to work into the dairy business.

ASHLEY (*standing*). You'll succeed. You have the right kind of stuff in you.

MERTON. But that mortgage, Ashley. Isn't there any way of adjusting it?

ASHLEY. No the interest must be paid or the farm goes.

MERTON. How much is it?

ASHLEY. Four hundred and eighty dollars.

MERTON. That would just about clean me out.

ASHLEY. The old man doesn't deserve it, Merton.

MERTON. I know it, but mother does. Poor mother!

ASHLEY (*crossing to C.*). They're coming in for the next intermission. I wonder if I have this dance? (*Consults program.*)

MERTON. Let me go out on the balcony. I want to think this over. Gee! I'd hate to give up that farm.

ASHLEY. Have a cigar. (*Offers one.*)

MERTON. No, thanks, haven't formed the habit. (*laughing*) I never had money to burn.

(*Exit Merton, L.*)

(*Enter Margerie with partner, C., and others who form groups.*)

MARGERIE (*to Ashley*). Aren't you dancing?

ASHLEY. No, I'm rusty, out of date. I don't know the new dances. This one, for instance. (*Shows program.*)

MARGERIE. Why, that's easy. I'll show you. Rob was my partner for it, but he went out for a smoke. (*She does a step of*

the Spanish down C. very lightly and gracefully. He tries awkwardly to imitate.)

ASHLEY. I'm afraid I'm too old to learn. Let me get you some punch.

(Enter Robert)

ROBERT. Come, Margerie, I've been looking everywhere for you, now the dance is almost over.

(Exeunt Margerie, Robert, and others)

(Enter Merton, L.)

ASHLEY (crossing to him). Well, what about it?

MERTON (pulling check out of check book). I can't see the old farm go to strangers. Here's a check for the amount. Don't let father know where it came from.

ASHLEY. You're on the square, Merton. Some day I hope you'll have your farm.

(Enter Rose with partner, and dancers.)

She crosses to Ashley, who is standing L. Merton sits, R., lost in thought.)

ROSE. Aren't you dancing?

ASHLEY. No, I can't get the new dances. This one for instance. (Shows program.)

(Enter Mrs. Merrill, R. She wanders for a moment, looking for Merton, then sees him.)

MRS. MERILL. Merton! (Rushes to him with outstretched arms.)

MERTON. Mother! (They embrace.) But what brings you here, and alone, too? Is anything wrong at home? How's father? Why didn't you write?

MRS. MERILL. I did. Merton, didn't you get my letters? I wrote three times and you never answered, so I came. Merton, won't you come home? We want you!

MERTON. Did father send for me? Does he want me?

MRS. MERILL. Yes, Merton, he does. He's sick and discouraged, and he wants you. I think he wanted you all the time. Won't you come?

MERTON. Why, Mother, you know—but you haven't seen Rose, Mother.

MRS. MERILL (to Rose). My, but it seems good to me to see some one I know in this big city! (Embraces her.)

ROSE. How did you manage to find your way here?

MRS. MERILL. Oh, I asked everybody I met where Merton lived.

(Enter Robert and Margerie with others, R.)

MARGERIE (to Robert). Oh, say, Bob, who is that back number talking with Rose Meade?

ROBERT. Can't tell you.

MARGERIE. She certainly looks as though she had come out of the Ark. Who ever brought her here? (Laughs.)

MERTON (overhearing). Miss Langdon, that is my mother and the best mother in the world, too, even if she is old-fashioned.

MARGERIE. Forgive me, I didn't know—I didn't know it was your—

MRS. MERILL (crossing to C.). Merton, I'm out of place here, I never thought about that. I'll go right away.

MERTON. No, mother, don't say that. You're all the world to me.

MRS. MERILL. You'll come home with me, son, won't you? I need you.

MERTON (Home, Sweet Home softly by orchestra until curtain). Yes, mother, I've had enough of catacombed tenement houses, congested business centers, and overdone fashions and amusements. I am going back to live in God's country, back to the farm.

(Curtain)

In Act III Merton has modernized the old farm and converted everyone to his scientific methods. An immense amount of humor results from the blunders of Gus in trying to apply what he has learned from Merton. Before the final curtain Merton has the promise from Rose that she will help him "to make this the best farm home in the western hemisphere".

Act III will be released in the February issue of SCHOOL ACTIVITIES. There is no royalty charge to SCHOOL ACTIVITIES readers. The entire play under one cover sells for twenty-five cents and may be ordered direct from School Activities Publishing Co., 1212 West 13th Street, Topeka, Kansas.

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Stunts, and Entertainment Features

For Parties, Banquets, Assemblies, and Money-Making Entertainments.

BETWEEN HALVES

Lena Martin Smith

Special stunts to entertain the audience between halves at the basketball game may become an enjoyable feature of the program and serve a double purpose by allowing less time for the sidelines to get restless and seek to entertain themselves with so-called pep jibes and jeers.

Advertising these specials will attract a larger crowd, too, if the numbers are consistently entertaining. The sports atmosphere that surrounds the occasion allows for a stunt type of program that is not quite fitting at chapel or at formal affairs, but which is a lot of fun and altogether wholesome.

Here are a number that have been successfully used as five or ten-minute specials.

HARMONY HOUNDS:

The high school quartets, both boys and girls, blackface, dress in ragged old clothes, and sing plantation melodies of easy harmony. They may drag the piano out on the gym floor, sit on it and around it, very informally. Almost everyone likes to hear "Way Down Yonder in the Cornfield", "Hard Times Come Again No More", "Old Kentucky Home", etc. Let the music be as beautiful as possible, while the costumes and little antics of the performers bring smiles. The soft humming of these songs is a restful interlude for the yelling and pep singing.

JUNIOR TUMBLERS:

Bring mats to the center and with lively piano music accompaniment, let the junior high gym boys and girls show what they can do in a tumbling program. Any other contrasting gym work such as folk dancing or spectacular marching is attractive here.

THE SCHOOL MASCOT:

The imitation animals that are often made for the school circus or carnival in the fall can be used in a short stunt with a new application. Our circus ostrich served several years and was loaned to neighbor schools for stunts. He bore advertising placards, did smart animal

stunts for a little girl trainer, entered once alone, crept into a large drygoods box with a nest of hay, where some little boys later found a huge white egg, a football painted white, a victory score written thereon. The circus elephant featured by doing the customary elephant stunts, standing on a tub, kneeling, carrying a tiny rider with a banner, while typical merry-go-round music filled the air.

RIVAL STUNTS:

Neighbor schools sometimes vie with each other for symbolic stunts. A wedding where the bride is marked Victory and stolen by a rival suitor, the local school, just before the "I Do.", may be answered by the symbolic Old Gray Mare limping around the room to the Pep Singers accompaniment, "She ain't what she Used to Be." The placard indicates of course that the poor old horse is the neighbor rival school.

MUSIC SPECIALITIES:

Almost any music number seems to soften the atmosphere where there is more or less tenseness because of the contest and the divided sympathies of the fans. General music numbers bring back the realization that after all, the game is not a life and death matter. Child performance such as grade chorus, toy orchestra, or single unique numbers as a Clown Dance or a Cowboy Solo, all such run in rapidly and with little or no setting, will add to the pleasure of the evening, especially for those persons who have come to the program, more to be with the family than to see the contest in athletics. They must not interfere with the warming up, or delay the game, but be handled as stunts and specials should be, as sideshows only.

THE PEP ASSEMBLY

Elizabeth Kohl Draper
Chairman, Dramatic Committee, Gordon Junior
High School, Washington, D. C.

Have you ever put on a pep assembly in order to advertise and so increase the sale of tickets for the regular annual or semi-annual production which your school

gives during the year? The pep assembly is a novel device, the plan being blocked out quickly with the dialogue, acting, and costumes but crudely suggested. Its purposes are to arouse interest in the coming production and to make the latter a financial success.

How can a pep assembly be given? One method is to assemble all those interested in dramatics, but not taking part in the coming entertainment, and explain the need for increased ticket sales. Ask for clever ideas to help meet the emergency. Ask who would like to be on the committee to write a sketch to be given for that purpose. Or ask for volunteers to contribute one act plays. This gives the student gifted in composition, but not in acting, a chance to participate. If such versatile composition ability is not in the dramatic club, select a gifted English class in which to work out the project. It is easier for the same group to compose, rehearse, and produce the assembly program.

In arranging the acts, keep in mind that the need for increased sale of tickets should be emphasized; that the subject matter must be of vital interest to the audience; that the situations can be similar to those in which student ticket sellers find themselves; that snappy dialogue will prove popular, and that the simple action should move rapidly.

One successful play written and produced in four days included:

First Act. (Before curtain.) Girls dressed in deepest mourning, weeping loudly because the sale of tickets had been a flop.

Second Act. (In front of curtain.) A selling talk in which several pupils endeavored to stress the good points of the approaching play.

Third Act. (Behind curtain.) A scene from the play itself.

Fourth Act. (In front of curtain.) The night of the show when every seat had been taken and the ticket seller was forced to turn people away.

An announcer added unity to the program which ended with school yells as a grand finale.

From twenty to thirty pupils can be used in this assembly. Some may carry posters; others may play in the band. Anything interesting which focuses attention on the coming production is most worthwhile. The pupils have an opportunity to present their ideas; they coop-

erate in producing something of value to the school; they get a keen thrill over dramatization, and whatever excitement is caused soon passes. For the results obtained nothing equals giving a pep assembly. Try it.—Lagnippe.

A POETRY READING RECITAL

Ann D. Harmacek

If you are looking for a small project that can be undertaken as an extra curricular activity and one that will not crowd an already full program, why not plan a poetry reading recital for your class or school? Since the poems are read and not memorized, the readers require but little rehearsing and most of this is individual work. The readers will gain the presentation experience as well as a shared enjoyment of poetry with the audience, for much of the beauty and pleasure of poetry is lost for want of a good reader and interested listeners. If the recital is well arranged and adequately presented, the group may decide to charge a small admission fee instead of issuing invitations or inviting the general public.

Two questions arise: first, from what group shall the readers be chosen, second, of what shall the program consist and how shall it be arranged? There are several possibilities and each has its special advantages. For example, the reading may be undertaken by the school dramatic or debating society or an English class or classes, or it may be made a voluntary affair, open to the entire school and to those students who are truly interested in poetry. This latter is more difficult, but yields more illuminating results. It might also, in this case, be repeated annually or each semester so that the interest would be sustained and a larger group encouraged to take part.

The poetry reading recital may be presented either formally or informally, depending on the desires of the group. Formal presentation requires an auditorium, a stage and lighting facilities. Informally, the recital may be presented in any large room, which is comfortably furnished, and the readers may be part of the group. This informality might be stretched to the point of refreshments after the program, particularly if the members of a club or class are giving it for their own group and their friends.

As for the program itself, fifteen numbers, each consisting of either one long or two or three short poems, make an ideal length. The readers and their project are introduced by their sponsor. Then before offering his number, each reader explains his poem or poems, and tells very briefly, such points as will help the audience to understand and to enjoy the reading.

Variety is of course necessary not only in choice of poems but in presentation. One of the chief points of variety, as far as the audience is concerned, is to have both boys and girls taking part. Some of the poems may be from the classics and others from modern writers.

Other methods of varying the program should be used, although care must be taken that they do not obscure the main objective, i. e., the shared enjoyment of truly worthwhile poetry, well and understandingly read. One or two of the poems may be presented in costume. There should be at least one impersonation in verse. The poetry used for the impersonation is memorized. Kipling's ballads, Vachel Lindsay's verse and some of Bliss Carman's works lend themselves admirably to chanting or to the use of verse-speaking trios or choirs. A short excerpt from a play in verse may be read by two characters.

So many short poetic efforts have been set to music, that if a more pretentious recital is desired, a soloist may sing a short group, or read the lines to the music. Joyce Kilmer's, "Trees," John Mansfield's, "Trade Winds" and Kathleen Hinkson's, "Sheep and Lambs," and many of Tennyson's poems are now well-known songs.

A printed or mimeographed program makes it much easier for the audience to follow and enjoy. Attendance or circle of interest will not be as great in a poetry reading recital as in some other type of program, for the enjoyment of poetry always has been confined to a small group. Yet such a presentation will extend the appreciation and delight of poetry at the same time furnishing an outlet for those students who do like it.

PRINTED LABELS FOR THE TICKET DRIVE

Most people buy tickets to a home talent play just to help the cause and to get the good will of the group sponsoring it. This

fact is provided for in the use of gummed labels for marking customers.

There should be two sets of labels. The first one gives the name of the play. It is to be given each prospect when he is contacted by the committee. The suggestion may be made to the buyer of the tickets that he paste it on a window of the store or home or on the windshield of his car. The committee should never allow stickers to be affixed to anything without the owner's consent, but if "Thumbs Up" is the title of the advertised school play many people will be glad to display a "THUMBS UP" sticker.

The second label says WE HAVE BOUGHT TICKETS and should be displayed below the first one. It is distressing to a school booster who has bought tickets, to be approached a second time or a third. This sticker will prevent the overlapping of the work of ticket salesmen.

But there is a more important advantage than that. Both the school and the ticket holder need to have it known that he has bought tickets.

The stickers can be made at a low cost. The local print shop will appreciate the work. The second label can be used for future plays and it will be economy to have a large number of them printed while the job is on the press.

BUSINESS MEN'S SHOW

Big merchandising concerns employ the radio for the publicity it gives. Radio programs have a way of reaching the people and returning good will to the firms that sponsor them.

The school, too, has contacts with people. A benefit program for student activities will bring a world of good will to firms sponsoring it. Try it.

The student committee should call upon the merchants and explain the plan and purpose of the program. It is not best, however, for the business man to be told of the advantage to his business. It is better to assume that he is doing the school a favor without thought of remuneration.

Few rules are necessary but they should be made clear from the first and adhered to to the last. Each participating firm should be allotted its share of the time. No firm should be given a place unless all its competitors have been invited to participate. After the entries have been made, attempt to have a varied program. Num-

bers should be drawn to determine the order on the program.

It must be remembered by the school that while all parties participating in the program are friendly to the school, they are apt to be more or less jealous toward one another. The committee should be careful not only to be fair but avoid all suggestions of discrimination.

AN IMAGINARY TRIP TO WASHINGTON, D. C. FOR THE HISTORY CLUB

Vera Hamill-Hafer

Since nothing broadens one's outlook so much as travel, why not plan a trip to the United States Capital; a trip on which every member of the History Club can go? Of course, it is an imaginary excursion, but interesting and instructive, nevertheless.

First, have a committee plan the whole journey, outlining the points of interest to be visited. If a bus is to be chartered, perhaps there will be places to visit en route, or if the trip is to be made by pullman, only one or two important stops may be allowed. The committee must keep in mind the number of club meetings the expedition will cover, and govern the length of the excursion, accordingly.

Assign to the first member on the program the task of taking the whole group to Washington. He should prepare a paper or a talk to be given before the meeting. Let him mention each club member as the journey progresses, keeping the account interesting, yet authentic. He should study railroad maps or auto highways, for the most logical route with interesting scenery. If there are stops for important sightseeing side trips, he recounts these. Arriving in Washington, he registers all at a good hotel, and there he leaves them for the next to conduct on an expedition in the city.

The second member on the program tells of hiring a guide and herding the club to the Capitol Building, where everyone climbs to the top of the dome, sits in the galleries of the house and the senate, visits the president in his office (by appointment), explores the various halls and examines paintings and statues. Unless the club member has actually taken this sightseeing tour, he will have to consult books and articles about Washington and the Capitol Building. He should keep in mind the things the club members

would see if they were really there, and tell any history the guide might mention, making the account authentic. He may mention names of the club frequently to give added interest.

Other talks or papers may be arranged on the following topics:

1. Calling on the Hoovers at the White House. (Perhaps the club will be invited to dinner and there may be some timely jokes on the ranking of the guests. The whole building may be explored, and interest is added if one or two members become lost and a search party must be organized.)

2. A visit to the Library of Congress at night when the lights are on. (Find out and tell where this library is located and how it receives its books.)

3. Seeing Corcoran Art Gallery, Treasury Building, and National Museum.

4. Visiting Pan American Building and Smithsonian Institute.

5. Visiting parks, including The Mall, The Lincoln Memorial, and Washington's Monument.

6. A trip to Arlington Cemetery where the club has the opportunity of paying homage at the tomb of the Unknown Soldier, going through the old home of General Lee, and looking over the historic battleship, The Maine.

7. A trip to Mount Vernon on the Potomac. (Interesting stories may be found and told concerning this historic spot, and if possible pictures should be shown of the mansion itself, the servants' quarters, the buildings where the spinning and weaving were done, and Washington's tomb, overlooking the peaceful river that he loved.)

Each talk will be made more interesting in pictures. If time permits, the club might wish to visit the Zoo. Washington is a city of trees; In the October, 1930, issue of *The Country Home*—Curtis Publishing Co.—is a good article on the trees of the Capitol.

The last speaker should round up the club in the last of his talk and tell experiences en route home.

This travelogue may be altered in many ways.

Whenever the club visits the house of representatives or senate, members may represent leaders, and stage a debate concerning a current bill. A banquet at the close of the year could be the dinner with the Hoovers, with two versatile club members representing the Pre-

sident and his wife, and the rest be the guests. The conversation at the table must be in keeping. Imagine what would be said if the club were actually dining with President and Mrs. Hoover.

MY DUTIES DAY

George M. Dodson

In an effort to show students what forms the great background of their school and perhaps increase their appreciation of the educational opportunities they find there, have a "My-Duties Day" once a year.

This is particularly desirable in the high school, for students who are old enough to understand these things. On the day set, arrange for everyone connected with school work to explain his duties and how his position contributes to a well-managed school. When several have the same type of work to perform, have them choose a representative to present their part in the school problem.

Don't overlook anyone. Superintendent, high school principal, teachers; school board; president, secretary, and treasurer of the board; assessor, tax collector, auditors, solicitor; county superintendent, if your district is under one; any special employes your district may have; don't forget even the janitor. If you can get some one well acquainted with the details, have him describe the part of the state department as well.

Have the speakers present the facts simply, so they may be easily understood, though some of the work is really very technical and difficult. It is a lesson in practical civics that is worth devoting a part of the day to some time. I know that, personally, I was out of school quite a while before I got into school work and learned that even the least important one-room school will not run itself. I believe it would be well for pupils to learn these facts before they leave school. It would undoubtedly make them more interested and willing to work to be worthy of the opportunities given them at such a tremendous cost.

The main idea of this plan is to give the pupils an understanding of the parts of school work which they seldom see and may not even know exist. But there is another advantage to be gained. These workers themselves never all get together

at one time, and are likely to under-rate each other's positions and abilities.

It does them all good to meet in this informal manner once a year and have impressed on their minds how important it is for all those concerned with the management of the schools to work together. So aside from the good the pupils get from "My Duties Day," the most important effect is the fact that this entire group of workers will learn to cooperate in a manner that improves the whole local school situation.

When these two advantages can be gained by a part of a day program once a term, it seems to be worth while to push less important things aside, if necessary, to make room for it. Everyone there that day (pupils and speakers alike) will learn some new and interesting facts about the duties of those who run the schools.

The most unfortunate person is the one who is all dressed up educationally and has no place to go. To have been prepared and then not be wanted is a tragedy. The duty of the school is to evaluate the child, to study society's needs, and thru education to make the child fit in somewhere. —Ray Lyman Wilbur, Secretary of the Interior.

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ARE YOUR STUDENT ACTIVITY FUNDS RUNNING LOW?
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SURE PROFIT—NO INVESTMENT

We furnish everything to make it a sound educational project, a wholesome entertainment feature, and a great money maker. We ship supplies on 30 days open account to our regular customers, and to Superintendents or Principals of schools. We take back unused supplies up to fifty per cent of your original order at full purchase prices, less shipping charges.

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Games for the Group

AN ATTIC PARTY

Delphia Phillips

For Fun or Funds

If you or some of your friends are fortunate enough to have an attic in the family, stored with old bureaus, desks, chests containing delightful old finery, spinning wheels, etc., then you are in luck if you or the group who are planning for something a little different in the way of a party, can persuade such a one to lend it for use. The older and quainter the attic and its furnishings the better.

But if access to a real, old-fashioned attic is not to be had—and in some sections of the country, there is “no such animal,” perhaps the large, unfinished half-story of some new house might be found and the use of it obtained. Usually these half stories are left in one long room with windows or openings at each end, and they have great possibilities. If desired to give the old-time “atticy” atmosphere, old furniture can be borrowed, or even rented from an antique shop or second-hand furniture store, if the party planners have none of their own.

All sorts of ways and means of achieving the desired effect will dawn on those who are planning the affair when once they get started on the project. But first you “must catch your attic.” If it or the unfinished loft is reached by some very straight, steep stairs this will add to the fun.

All of this year is to be devoted in a sense to celebrating the Bi-centennial of George Washington's birth, so costumes of the colonial period will fit right into your attic party. Almost always some one living in a neighborhood who has old costumes laid away, would be glad to lend them for the occasion.

If the party is given by some school club or organization for the purpose of making a little money for some cause, doughnuts, pumpkin pies, gingerbread, home-made candies, or a regular cooked food sale may be arranged along with the party. If not, any or all of these articles will furnish suitable refreshments.

If the Washington motif is to be stressed, a southern atmosphere should prevail, and for the entertainment, negro spirituals, enlivened with negro minstrels would be appropriate. A group of tableaux, showing Martha Washington in some of her numerous and varied household tasks would fit in with the general scheme of things. Mistress Washington superintended the spinning and weaving, carried out on a large scale at Mt. Vernon, and the making of garments for the hundreds of souls connected with the plantation. She saw to the meals which were prepared for the guests in the mansion was never without, and with her own hands prepared dainties for the sick among the slaves and retainers of the establishment. She prescribed for illness and saw that the remedies were properly administered. She visited the sick in person. All in all it is plain that the mistress of George Washington's home was a very busy and humane person. As she went on her rounds, seeing “to the ways of her household,” she had with her always a huge bunch of keys. All these activities are suggestive of good tableaux.

Appropriate to such an affair as this would be a collection of old quilts and “counterpanes.” In a city of no great size there was recently held a quilt show and among the hundreds on display were some over a hundred years old. If the room is large enough to permit, this display will interest old and young, but more especially the older ones.

Candles, old bracket lamps, and other means of lighting in use in by-gone days, should bear a prominent part in the lighting scheme of such an affair.

Old-fashioned spelling bees afford excellent diversion for such parties, along with taffy pulls. If the candy pullers are instructed in the art of pulling the candy with the tips of the fingers only, this amusement attracts because it is so old that it is now new. If the taffy is pulled with the tips of the fingers, the hands will not get hopelessly involved in a sticky mass. If some one drops his “hunk” of taffy on the floor, which is very apt to occur, this adds to the fun, and there are

no carpets to get ruined.

Another kind of amusement which provides something for the company to examine while the crowds are gathering is a collection of old family albums. The baby pictures of your group and their friends—if you can inveigle them to allowing the portraits to be used—afford endless amusement, and prizes for guessing the originals can be offered.

MIND READING FROM A CLOSET

Two persons, with a private understanding, can furnish a nice little entertainment in the following manner. If they know the room wherein the people are to assemble—at a party, we'll say—they can decide on some eight or ten articles of the room's furniture; if they do not know the room they can still safely figure on such things as rugs, curtains, table, chairs of two kinds, a stove or radiator, etc.

To make the performance impressive, A is blindfolded then shut up in a closet or in a hall. Then B, his pal, puts a hand on some article of furniture and calls "What Is This?" Whereupon A answers correctly.

B will start with a table. His next choice will be a chair, then thirdly he will lean against a wall, etc.

To forestall some other person's volunteering, it is well to have a third person in on the scheme. About the time some such test is contemplated, after A has succeeded several times, have your third man speak up and say that he wants to touch something.

B then explains that A will read C's mind through him (B) and that the two of them must clasp hands. B then calls to A saying,

"Can you read Mr. So-and-So's mind through me and tell us what his left hand is touching?"

C pretends that he thinks himself cunning, so he is touching nothing. This had been prearranged between the three of them, and when A sings out that C has his hand on no object at all, C looks abashed, and many another person who has contemplated "butting in" decides not to do so.

Should any outside person interfere before C does, you cannot refuse to let him try but you can always fall back on the explanation that there are some minds that your friend cannot read—playfully

adding that sometimes there is nothing there to read. Little jokes like that are often a part of such performances.

A BALLOON PARTY

W. Marlin Butts

The Balloon Party is exactly what its name indicates. Any novelty house will furnish balloons that will serve for decorations and for the events. These may be bought very cheaply. There should be an abundance of them in all colors and sizes.

INVITATIONS—

The invitations are made by inflating balloons and painting on them with a small brush or drawing pen, the words of the invitation. They are then deflated and mailed with a card bearing this message:

"If you are to know

Where to go

Just blow."

DECORATIONS—

The decorations may dress the room and also be accessories in the games.

A doorway, hung with shredded crepe paper, dotted with balloons, and lighted from the rear, is effective decoration, and forms the target in the game of "Balloon Biff".

Balloons in clusters of three, mixed with colored crepe moss, and suspended from crepe paper rope add color, and are in readiness for the game of "Balloon Break".

A network of ribbon paper filled with balloons and serpentine covering as much of the ceiling as possible gives a festive appearance and if so arranged that the balloons may be easily released, it will also serve for the final event, "Balloon Barrage".

Games

BALLOON BLOCKING—Each player is provided with a swatter made of tightly rolled newspaper and to the back of each player is tied an inflated balloon. The object is for each player to block the attempts of his opponents in breaking his balloon while trying at the same time to break another player's balloon. The game may be played by any number and continues until only one remains with an unbroken balloon.

BALLOON BLOW—As many strings are fastened across the room, shoulder high, as there are players. An inflated balloon is hung on each string by means of a paper clip. It is the object of each player to

blow his balloon as rapidly as possible along the string to the other end of the room.

BALLOON BRIDE—Each player is provided with a deflated sausage balloon, a piece of string, a few pins, some chalk, and several pieces of crepe paper. The players are instructed to use the material provided to make a doll bride. By tying the string around the balloon for neck and waist, putting a few chalk marks on the face, and draping on some crepe paper clothing, some comical and unusual miniature brides may be created.

BALLOON BALANCE—The players form a line at the starting point; place their left hands behind them; extend their right hands in front of them, palms up. Each is given a sausage balloon, which is to be balanced on the open right hand and carried thus to the finish. If none complete the entire course, the one carrying his balloon correctly for the longest distance is declared winner.

BALLOON BOWLING—Each player is given a round inflated balloon. The object is for each player to throw the balloon the greatest distance with an underhand motion as in bowling.

BALLOON BAFFLE—This is a relay using from five to eight players on a team. Each captain lines up his team, one player back of the other, and himself stands at the front of the line. At the signal to go, each captain receives two balloons. One of these he passes between his feet to the player back of him. He then passes the second balloon over his head to the player back of him. Each player duplicates the action of the captain until both balloons of one team have been delivered to the last player in the line. The last player then takes a balloon in each hand and passes them both at once (one on either side) to the player in front of him, thus they pass up the line until they are back in the hands of the captain. The team whose captain first has both balloons returned to him is declared winner.

BALLOON BLACK—The players are blindfolded and their clothing covered from their waist up. They are then handed a balloon each which has been partially filled with a few spoonfuls of lampblack or flour. The object of each player is to be the first to break his balloon by blowing into it. The lamp-black will add color to the game, or at least to the face of the players.

BALLOON BAT—A net or rope is stretch-

ed across the room about seven feet from the floor. The ball, an inflated balloon, is put in play by the captain of one of the teams from back of his own boundary line. The game is then played and scored in the same manner as volley ball, except that a serve may be helped over the net by members of the serving team, and when the ball is in play it may be hit by as many as wish before it goes over the net.

BALLOON BOXING—The two boys remove their shoes and have an inflated balloon tied to each ankle. They then lie on the floor with their feet in the air, and touching the feet of their opponent. Following the signal to start, each attempts to break the balloons of the other and to keep his own from being broken.

BALLOON BLIND BLUFF—The players are blindfolded and are instructed to use their feet to break the inflated balloons that have been fastened with thumb tacks to the floor. The one breaking the greatest number of balloons is winner.

BALLOON BREAK—Each player is assigned to one of the clusters of three balloons mentioned in the decorations. At the signal to start each player attempts to break his balloons by the use of his right fist.

BALLOON BIFF—The players armed with darts made from matches, pins, and paper, line up in front of the doorway that is filled with crepe paper and balloons. They throw their darts in turn, attempting to break as many balloons as possible.

BALLOON BARRAGE—All guests are told that there is to be a barrage of balloons and that each is to capture as many unbroken ones as they can. Then let the balloons that have been held in the net work overhead, descend.

PRIZES—Balloons in the shape of animals and comic characters and dressed in crepe paper costumes make appropriate prizes.

MODELING WITH OR WITHOUT CLAY

Here is something to do. Modeling is great fun for all ages. Instruction as to the type of object to be made and the display of some inexpensive prize for the person who makes the best model are all that are necessary for this game.

If clay or plasticine are handy, they serve this purpose best, but they are not necessary. Take two parts of salt and one part of flour. Mix them with two parts of water. Put this paste on top of the stove, crushing or rolling it with a fork

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until it is heated thoroughly. The dough is then ready to use.

SNOWFLAKE

An old but equally popular game is Snowflake. A soft white handkerchief is given to one member of the circle and he takes the center of the floor. He then places the handkerchief on any member of the circle and the fun begins. The person who is IT tries to touch some member of the circle while the handkerchief is resting upon that person. Of course, it means that every member of the group must be alert and see that the handkerchief does not fall upon his own person or that he gets rid of it as quickly as possible so that the leader can not touch him while the handkerchief is in contact with any part of his body.

MONEY! MONEY! AND A PARTY

Eva L. Dunbar

Have you had a Birthday Party at your school? It's just great fun and the easiest way known to raise funds; in fact it is the most painless money-raising stunt I know for the Parent-Teachers Association, for the faculty party or just the occasional get-together good times of the school.

One of our local educational organizations celebrated recently with the four Seasons' Birthday Party. There were four tables. One table represented spring; one summer; one fall; one winter. All those participating whose birthdays fall in the spring months, March, April, and May sat at that table; those whose birthdays came in June, July, or August, had a place at the summer table; a September, October, and November table was reserved for those whose birthdays are in those months; and guests born in December, January and February sat at the table marked "Winter."

Each person paid into the fund a penny for each of his or her years. The teacher who was thirty-four years paid 34c; the one who was forty, had to pay in 40c, etc. If one didn't care to give away his age, he paid one dollar and let it go at that—and how the dollars rolled in!

A prize was given for the best decorated table, and stunning effects were achieved inexpensively by willing hands. The

spring table was beautiful with crepe-paper flowers, garlands and ferns. The students who helped make these delighted in it. In the center was a May pole, wound with shining satin colored ribbons, one ribbon running down the pole to each plate.

The summer table featured the June bride. Dollies carefully dressed as bride and groom with their attendants stood under a flowered arch and a tiny bell that tinkled musically called admiring glances to that table.

Fall, of course, represented the harvest time—vegetables, fruits and nuts in bountiful display. Winter was pictured with miniature skaters on an ice pond of a round mirror.

Keen was the competition shown in selecting the prize-winning table. Votes sold at one cent each, singly or in blocks from ten cents to one dollar. The principal had a student assist him to keep record of the votes, and there was great hilarity over the bidding and hearty congratulations when "winter" won the prize. The dinner may be served by the Home Economics department or by some other local organization.

One Dollar School Service

One Dollar Debate Service

(Covering a complete service for the tangible property tax question which is so extensively debated this year in schools.)

Group 1.—Complete debate, two affirmative, two negative speeches. Price \$1.00.

Group 2.—A set of rebuttal material for both negative and affirmative, to cover about 30 minutes, and strategy suggestions. Price \$1.00.

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Group 4.—Big Frog vs. Little Frog.

Group 5.—Resolved: Debating Should Be Abolished by Law.

Groups 4 and 5 are humorous.

One Dollar Superintendent's Service

We specialize in talks to meet the needs of high school superintendents. Talks for assembly, P. T. A. banquets, special days, commencement, etc.

County Superintendents

We offer a special group of four talks to county superintendents, all for one dollar.

WRITE US YOUR NEEDS

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Box 55

MARYVILLE, MISSOURI

Comedy Cues

For the READER who enjoys a laugh and who reads jokes for his own amusement.
For the ENTERTAINER who needs jokes and other humorous materials out of which to produce comedy acts.

For the SPEAKER who in conversation or public address would liven up his remarks with humorous illustrations.

TOOK HER LITERALLY

The colonel's wife sent the following note to Captain Green:

"Colonel and Mrs. Brown request the pleasure of Captain Green's company to dinner on the twentieth."

Captain Green's reply gave her a shock. It read as follows:

"With the exception of four men on leave and two men sick, Captain Green's company has great pleasure in accepting your invitation."

Miss Banks: What is a detour?

Isaac: The roughest distance between two points.

Customer: "Are you good at riddles?"

Barber: "I'll say I am."

Customer: "What is the difference between a barber and a sculptor?"

Barber: "I'll pass."

Customer: "Well, a barber curls up and dyes, while a sculptor makes faces and busts."

FRAMED

"Meow—owr—owr," wailed the tabby-cat.

"I'm sorry to have to do this," said little Johnny as he spread the strawberry jam all over the cat's face, "but I can't have suspicion pointing its finger at me."

NO WONDER

Stenographer: "How do you spell sense?"

Second Steno: "Dollars and cents, or horse sense?"

Stenographer: "Well, like in 'I ain't seen him sense.'"

Young Scribbler and his bride were alone for the first time in their new home. "Darling," she cried, "I must make a terrible confession to you—I can't cook."

"Aw, that's all right, dear. I've a confession to make too. I'm a poet and there won't be anything to cook."—*Pathfinder*.

RATHER BEWILDERING

"How does you wife like the new radio you bought her?"

"Fine, only the first day she got the plugs mixed with the ice box plugs and when I got home the radio was all frosted over and the ice box was singing 'When It's Springtime in the Rockies'."

He: Didn't I meet you in Palm Beach?
She: No, I was never there.

He: Neither was I. It must have been some other couple that met.

EDUCATION BY EAR

"Iceland," said the teacher in the geography class, "is about as large as Siam."

"Iceland," wrote John at examination time, "is about as large as teacher."—*Tid-Bits*.

MARY HAD A LITTLE LAMB

Mary had a little car
To take her eggs to market,
But she had to leave it ten blocks out
To find a place to park it.

Mildred: "Has anyone seen Pete?"

Bessie: "Pete who?"

Mildred: "Petroleum."

Bessie: "Kerosene him yesterday, but he hasn't benzine since."

WE THOUGHT SO, TOO

"What's an operetta?"

"Don't be foolish—it's a girl who works for the telephone company."

And then there was the Scotchman who wrote the editor saying that if any more Scotch stories appeared he'd quite borrowing the magazine.—*Scholastic*.

Moron—Hello, how's the boy? I just had a plate of oxtail soup and feel bully.

Robot—That's nothing. I just had a plate of hash and feel like everything.